

PRINCIPAL'S ADVISORY COUNCIL (PrAC) MINUTES

March 22, 2006

9:00 a.m. – 2:00 p.m.

State Board Room

Attending:

Ward Bushart, Andy Dotson, Tim Huddleston, Lewis Mathis, Phyllis O'Neal, Cindy Barlow, Mike Hogg, Mark Sellers, Dave Weedman, Terry Price, Kim Sego, Bill Boblett, Mike McKenzie, William Whitaker, Jon Stratton, Prater, Pamela Hart, Joyce Phillips, Bill David Hall, Jan McDowell, Leon Davidson, Jock Gum

Sharing Local Activities

Commissioner Wilhoit welcomed new members and told them how he appreciated their willingness to serve on the Council and how important it is that we have these conversations on a regular basis. He also told them how their voices are part of KDE's decision-making process.

The Kentucky Board of Education's Legislative and Budget Priorities for the 2006 General Assembly – Gene Wilhoit, Commissioner of Education

All eyes are on what is going on in the legislature right now. We are down to the final stage of deciding what the budget is going to be for the next two years. We met last night and again this morning on what happened in K-12 education over the session. On the legislative side, there really are not a lot of new programs that will hit the schools over the next two years. Most of the attention right now is on the budget. As I look down the list of bills that come out of the session, there is one that will have major impact on the secondary schools and that is SB 130. If there is one thing that we've heard from the legislature this year is that we've got to make sure that we have more success between the K-12 and the higher education institutions. This is an issue for the college system and K-12. Our remediation rates are high. I think the important part of the conversation is that both K-12 and higher education need to pay close attention to what's going on. This bill is going to provide even greater focus on that issue. The bill originally required every student to take an ACT during their junior year. Our concern was that's a little late. High school principals know that finding out at the beginning of the senior year that students are struggling in terms of academic performance, you don't have much time to turn it around. So we asked them to put in the bill that they require two things: 1) an earlier predictor test at the end of 8th and 10th and that was done and is now part of the bill. We then inserted that into our assessment work. This aligns assessments that you can use and we think we will administer this in the fall of the 8th grade and the fall of the 10th grade and the reason for doing that is that then the results will be back to you at the time in which you are counseling these kids into the high school. It may require some remediation, may require some work at that transition level. The results of these tests will be aligned with the ACT. 2) At the elementary level it doesn't require any more assessment, because you know we are going to be assessing 3-8 in math and language arts anyway, but it does require every elementary school to have a transition between primary and middle school to make some assessment and if the student is not up to par that you put in place preventive

programs. I think most of you are doing that anyway. That's the major bill that has come out. There were a number of other bills that have been passed, but I would characterize them as minor in terms of impact. We will be sending those out to everyone in a summary.

On the budget side, we are hoping for a good year. It looks like there is agreement that there will be a teacher's salary increase, along the lines of what we've gotten the past three years. There are also in both houses more money beyond that and a promise for increased funds over the next two years. \$72 million above the traditional raise is in this budget so that we can make the first installment in the three-part installment to getting our teachers on par with the surrounding states. I think that's a good move. There are a couple of strings tied to this, pretty important details that need to be worked out. There is also additional money for preschool education. There are discussions about funding for full-day kindergarten and there is a huge technology initiative that is yet to be resolved.

New Testing Contract – Gene Wilhoit, Commissioner of Education and Linda France, Deputy Commissioner, Bureau of Learning Results Services

The contract has been signed; it is official. Our new assessment contractor is Measured Progress. Measured Progress is a non-profit company out of Massachusetts. This company was formerly Advanced System. We are very pleased with the contract. I think the contract will provide many of the solutions to many of the problems that have been raised. One of the problems that we've heard for many years has been student accountability. With the new release, you really will be able to hold students more accountable in terms of making some determinations about good faith effort on students part; make some determinations on linking some of their work on the CATS assessment to classroom work; calculations on end of course assessments, etc. We think this is a major step forward with the new design in assessment. Measured Progress now has a very sophisticated scanning system. The minute the testing window closes, and Measured Progress receives those test booklets at the scoring center which possibly may be located in Jefferson County. They will scan those answers in and then send the technical file back to you and you will have immediate access to your students work. Again, teachers could score the released open response items and use it in formulative ways. If you want to talk about good faith effort, we really think that will be a golden opportunity for you to compare what they're doing every day with their components on CATS. You can do that before the students leave your classroom. The danger in that is the classroom teacher there may not score the item exactly like the item will be scored by our trained scorers, however, if you use it in a formulative way, I think we can collaborate that score as we learn more about how to score open response items. The rubric for the scoring will be released along with the items so that classroom teacher will have access to the scoring, however, the final score on science will be derived from all of the students performance, not just the released items. The assessment in the new contract does include an on-line plan. We are hoping to get the technology in the schools so we can implement the on-line assessment faster.

New Certified Personnel Evaluation Training – John Fields, Director, Branch Manager, Professional Growth Branch and Shirley LeFavers, KASA

Staff from the Personnel Growth Branch of OLSI, along with trainer Pat Yeager from KASA outlined the course content of the new CPE Update training. KASA contracts with KDE to offer this training to any previously trained evaluators in the state. Pilots are ongoing: Day 1 has been piloted twice; Day 2 is ready to go but has not been piloted yet.

Input from Principal Advisory Council Members:
(Questions/Comments/Suggestions):

- How do you document for dismissal, i.e. How much is enough?
- Perhaps we need to target central office personnel, assistant superintendents, personnel directors, etc. in addition to primary evaluators and work within a district.
- Let districts know that we will come to train all administrators in a district at the district if they want that.
- Research and plan for different bargained agreements and the impact on personnel evaluation – union contracts, etc.
- Emphasize non-tenured evaluations and how to positively impact non-tenured teacher performance. Include KTIP issues and Alternative certification personnel and how different scenarios could play out – such as an alt. Cert teacher may get tenure before he/she gets certified?
- Discuss possible time frames for dismissal.
- Address time management issues – how to get it done in the most effective way.
- Discuss ways to provide support to teachers outside of the evaluator's content expertise and how to get more out of "super star" teachers.
- Address ways to get a whole district system involved in monitoring and accountability for teacher efficacy.
- Look at possible training for district development of revision of evaluation forms.
- Examine how to address the culture issues when teacher performance is not valued and responsibility for teacher improvement rests solely with the principal.
- Suggest ways to help primary evaluators get district assistance.
- Continue to stress best practices in evaluation.
- Be sure to include ways to use the growth plan as a powerful tool.
- How do we document the legal dismissal of a teacher?
- How many years do you document before you can remove an individual from a job?
- What does good documentation look like for the dismissal of a teacher?
- How do you give feedback to all teachers?
- How do you deal with the content area teacher whose field of knowledge you have very little or no expertise in (i.e. foreign language)?
- Identify the audience.
- Work with district and school level administrators of each district. Have them all attend the same training session.

- Use electronic monitoring such as KTIP.
- Monitor from the state level.
- Visit “marginal” teacher every day – they will improve or give up and go away.
- Work on ways to provide some teachers with a fresh start at another school.
- Include teacher leaders as resources for growth plans.
- Have growth plan meeting with small groups with the same identified need to provide training in an efficient way.
- Include “how to” strategies and tools.
- Contact districts with unions to get the evaluation portion of the agreement to head off negative or “There is nothing I can do.” attitudes and come prepared with ideas and strategies.

Train co-administrators within schools together and provide time for them to come to agreement on “look-fors” and levels of performance

Instructional Leadership Teams – Orin Simmerman, Director, Division of Leadership and Instructional Support and Debbie Daniels, SAELP II Project Director

Orin Simmerman gave a brief overview of Instructional Leadership Teams development, team membership, principal responsibilities, goals and duties. (PowerPoint) Felicia Rhorer from Jessamine Co. presented the Jessamine County staff development model, which has a focus on improved student achievement, continuous improvement, and building professional learning communities. Advisory council members Andy Dotson and Ward Bushart contributed to the conversation by presenting information about how distributed leadership was improving student achievement in their districts.

Input from Principal Advisory Council Members
(Questions/Comments/Suggestions):

1. How does the size of the school/district effect the size of the leadership teams?
2. How should team members be initially chosen? How are initial decisions made concerning the team makeup and process? Top down?
3. Should districts initiate the process in the beginning?
4. How can classroom teachers be effective leadership team members?

Core Content 4.0 and Depth of Knowledge (DOK) – Starr Lewis, Associate Commissioner, and Robin Chandler, Staff Assistant, Office of Teaching and Learning

The Core Content rollout was explained to the participants. A list of dates and locations was shared with them so they would know the training session information for their area.

Michael Miller also shared information with the participants about how they could respond to the Program of Studies survey on the website. He took them through the process they would go through to respond.

There were no suggestions or feedback from the group.

NEXT MEETING:
June 29, 2006